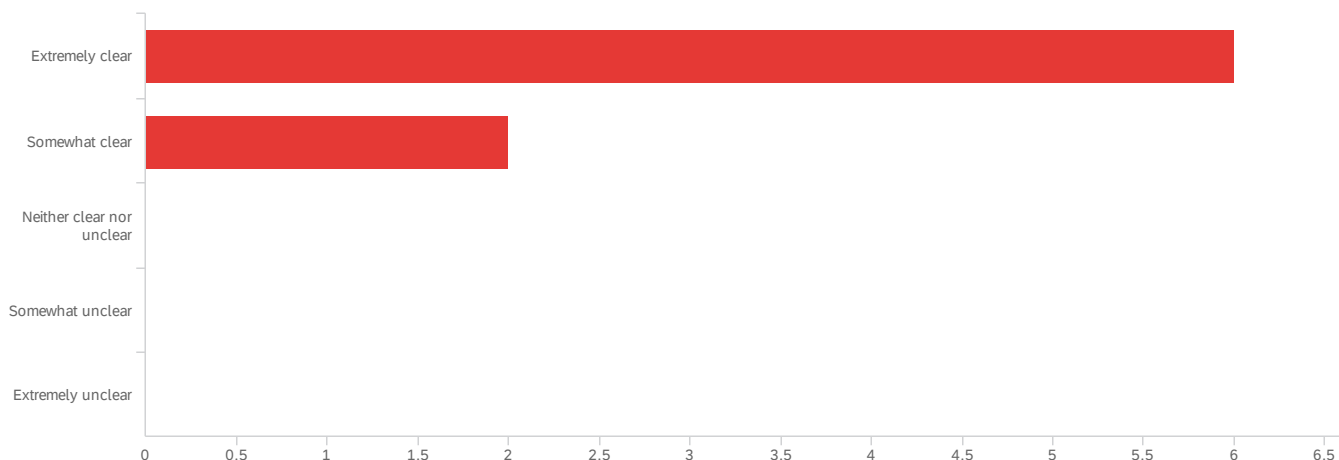# Default Report

*Review of Language Disorders in School-Age Children and Adolescents*

August 28, 2023 12:36 PM MDT

## Q2 - How clear was language used in the text?
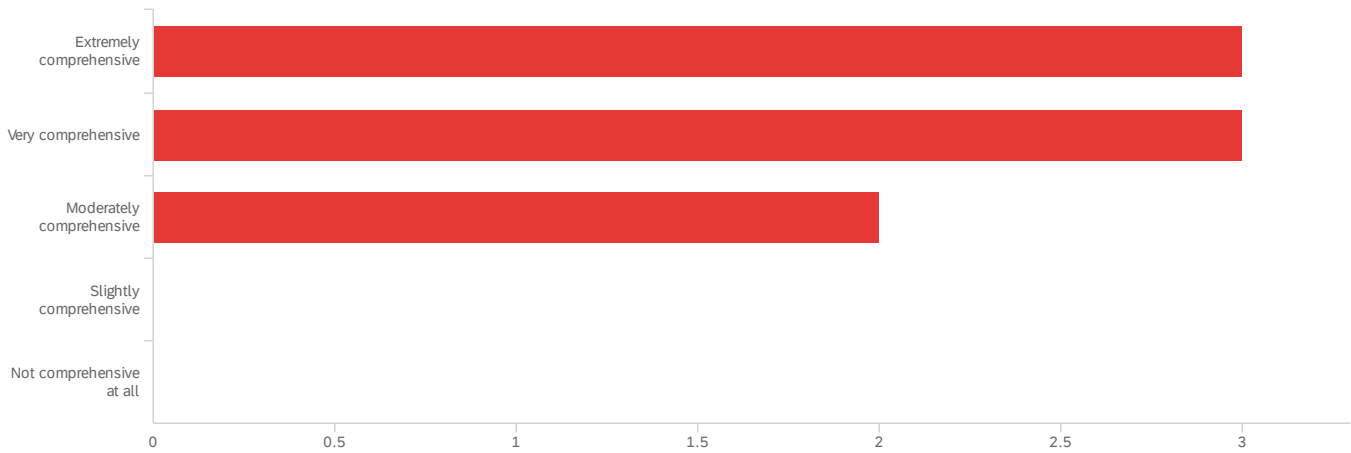


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | How clear was language used in the text? | 1.00 | 2.00 | 1.25 | 0.43 | 0.19 | 8 |

| # | Field | | Choice Count |
|---|---|---|---|
| 1 | Extremely clear | 75.00% | 6 |
| 2 | Somewhat clear | 25.00% | 2 |
| 3 | Neither clear nor unclear | 0.00% | 0 |
| 4 | Somewhat unclear | 0.00% | 0 |
| 5 | Extremely unclear | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

# Q4 - How comprehensive was the information presented in this text?



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | How comprehensive was the information presented in this text? | 1.00 | 3.00 | 1.88 | 0.78 | 0.61 | 8 |

| # | Field | Choice Count | |
|---|---|---|---|
| 1 | Extremely comprehensive | 37.50% | 3 |
| 2 | Very comprehensive | 37.50% | 3 |
| 3 | Moderately comprehensive | 25.00% | 2 |
| 4 | Slightly comprehensive | 0.00% | 0 |
| 5 | Not comprehensive at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

# Q6 - How engaging was the language used in this text?
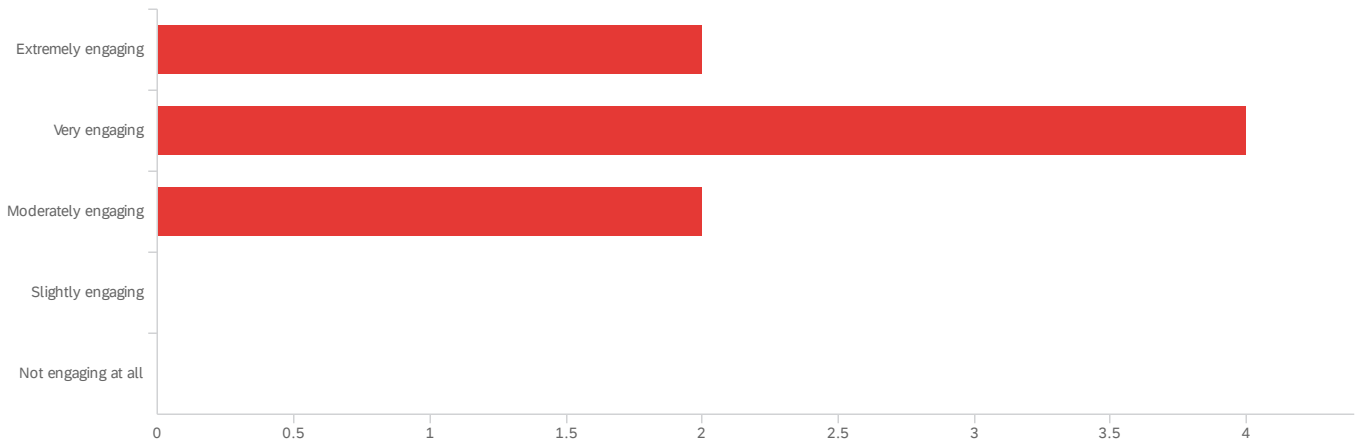


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | How engaging was the language used in this text? | 1.00 | 3.00 | 2.00 | 0.71 | 0.50 | 8 |

| # | Field | | Choice Count |
|---|-------|--|--------------|
| 1 | Extremely engaging | 25.00% | 2 |
| 2 | Very engaging | 50.00% | 4 |
| 3 | Moderately engaging | 25.00% | 2 |
| 4 | Slightly engaging | 0.00% | 0 |
| 5 | Not engaging at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

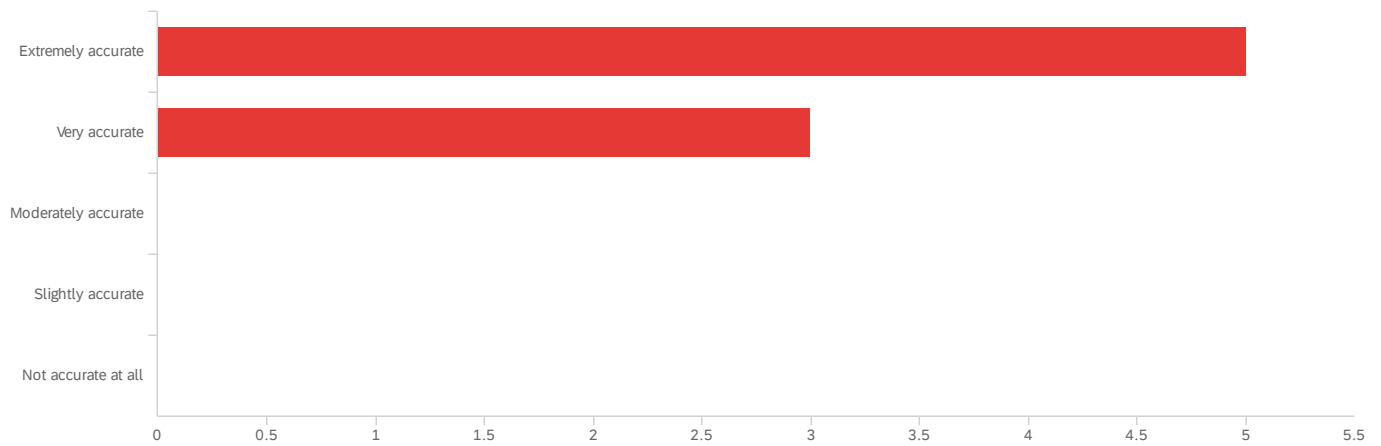Q7 - How consistent was the information in this text in terms of terminology and framework?
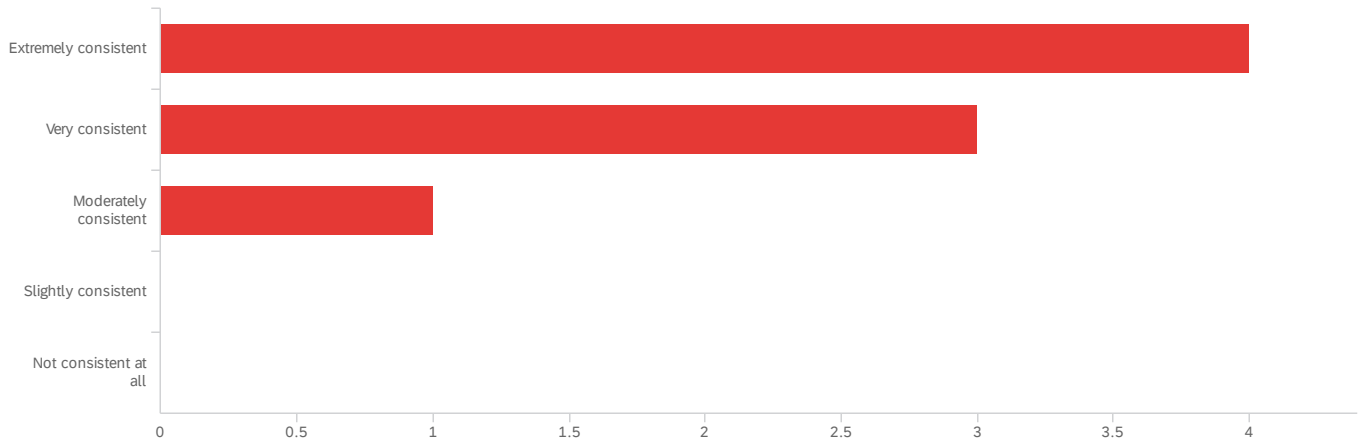


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | How consistent was the information in this text in terms of terminology and framework? | 1.00 | 3.00 | 1.63 | 0.70 | 0.48 | 8 |

| # | Field | | Choice Count |
|---|-------|---|---|
| 1 | Extremely consistent | 50.00% | 4 |
| 2 | Very consistent | 37.50% | 3 |
| 3 | Moderately consistent | 12.50% | 1 |
| 4 | Slightly consistent | 0.00% | 0 |
| 5 | Not consistent at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

## Q5 - How accurate was the information in this text?

| | Extremely accurate | Very accurate | Moderately accurate | Slightly accurate | Not accurate at all |
|---|---|---|---|---|---|

| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | How accurate was the information in this text? | 1.00 | 2.00 | 1.38 | 0.48 | 0.23 | 8 |

| # | Field | Choice Count | |
|---|---|---|---|
| 1 | Extremely accurate | 62.50% | 5 |
| 2 | Very accurate | 37.50% | 3 |
| 3 | Moderately accurate | 0.00% | 0 |
| 4 | Slightly accurate | 0.00% | 0 |
| 5 | Not accurate at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

# Q8 - How well organized is this text?
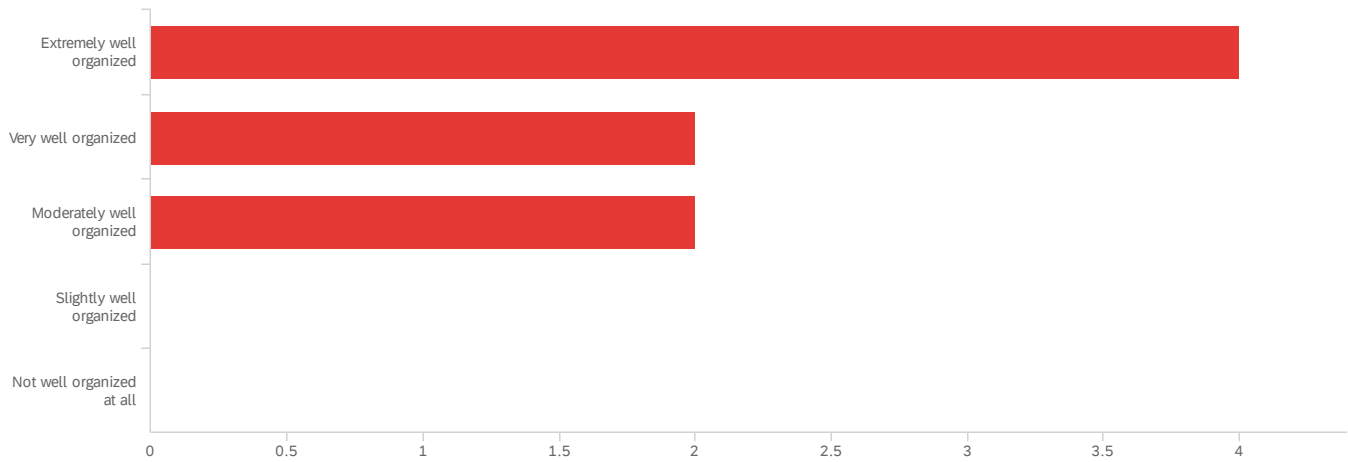


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | How well organized is this text? | 1.00 | 3.00 | 1.75 | 0.83 | 0.69 | 8 |

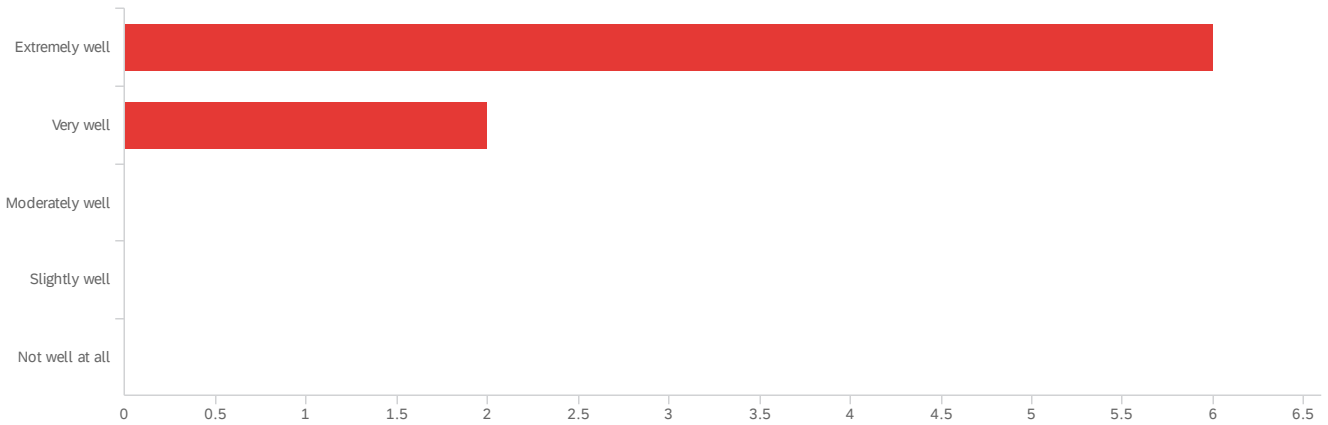| # | Field | | Choice Count |
|---|-------|---|---|
| 1 | Extremely well organized | 50.00% | 4 |
| 2 | Very well organized | 25.00% | 2 |
| 3 | Moderately well organized | 25.00% | 2 |
| 4 | Slightly well organized | 0.00% | 0 |
| 5 | Not well organized at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

Q9 - Please assess the relevance/longevity of this text. That is, is the content up-to-date, but not in a way that will quickly make the text obsolete within a short period of time? Is the text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement?



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | Please assess the relevance/longevity of this text. That is, is the content up-to-date, but not in a way that will quickly make the text obsolete within a short period of time? Is the text is written and/or arranged in such a way that necessary updates will be relatively easy and straightforward to implement? | 1.00 | 2.00 | 1.50 | 0.50 | 0.25 | 8 |

| # | Field | Choice Count | |
|---|-------|-----|---|
| 1 | Extremely close to the ideal | 50.00% | 4 |
| 2 | Very close to the ideal | 50.00% | 4 |
| 3 | Moderately close to the ideal | 0.00% | 0 |
| 4 | Slightly close to the ideal | 0.00% | 0 |
| 5 | Not close to the ideal | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

Q10 - How well does the text cover information about working with individuals from culturally/linguistically diverse backgrounds?



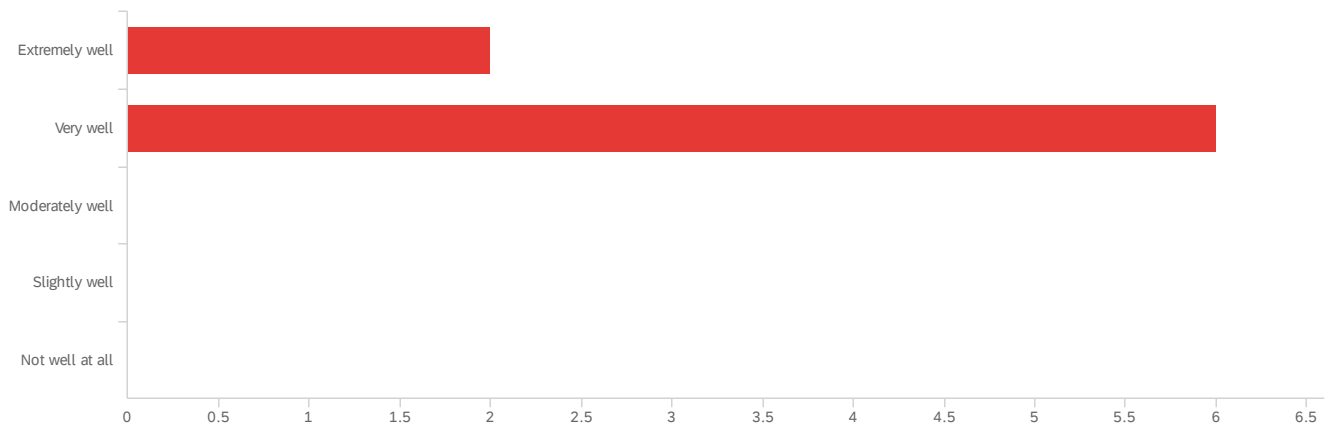| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | How well does the text cover information about working with individuals from culturally/linguistically diverse backgrounds? | 1.00 | 2.00 | 1.25 | 0.43 | 0.19 | 8 |

| # | Field | | Choice Count |
|---|-------|---|---|
| 1 | Extremely well | 75.00% | 6 |
| 2 | Very well | 25.00% | 2 |
| 3 | Moderately well | 0.00% | 0 |
| 4 | Slightly well | 0.00% | 0 |
| 5 | Not well at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

# Q11 - How well does the text cover the assessment of spoken language disorders?
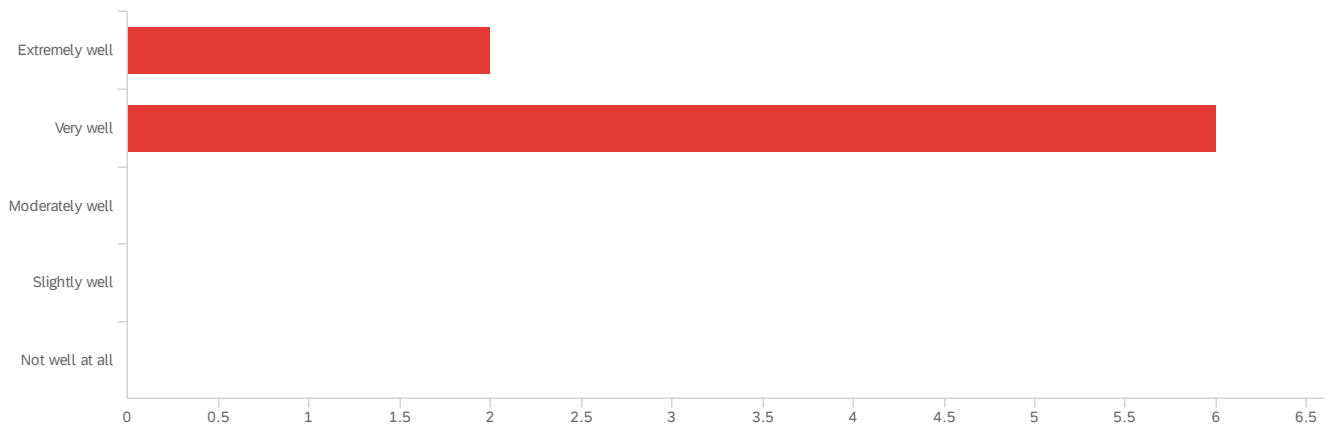


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | How well does the text cover the assessment of spoken language disorders? | 1.00 | 2.00 | 1.75 | 0.43 | 0.19 | 8 |

| # | Field | | Choice Count |
|---|---|---|---|
| 1 | Extremely well | 25.00% | 2 |
| 2 | Very well | 75.00% | 6 |
| 3 | Moderately well | 0.00% | 0 |
| 4 | Slightly well | 0.00% | 0 |
| 5 | Not well at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

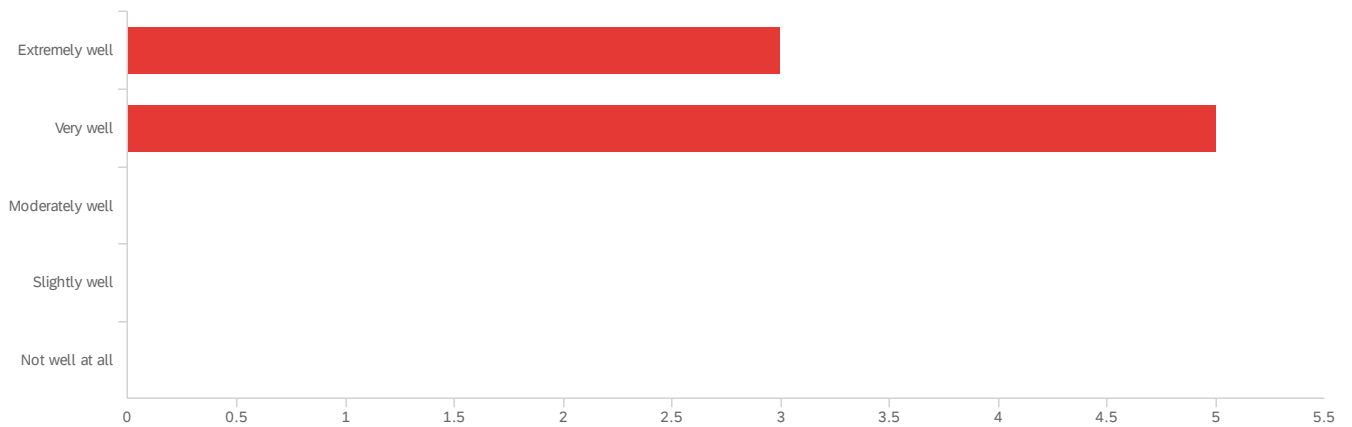# Q12 - How well does the text cover the assessment of written language disorders?



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | How well does the text cover the assessment of written language disorders? | 1.00 | 2.00 | 1.75 | 0.43 | 0.19 | 8 |

| # | Field | | Choice Count |
|---|-------|---|---|
| 1 | Extremely well | 25.00% | 2 |
| 2 | Very well | 75.00% | 6 |
| 3 | Moderately well | 0.00% | 0 |
| 4 | Slightly well | 0.00% | 0 |
| 5 | Not well at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

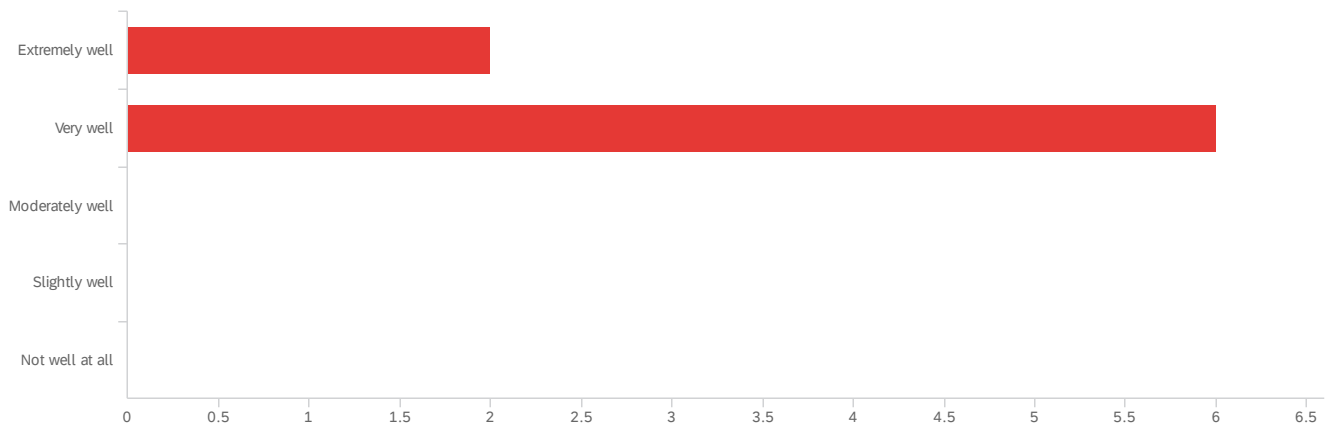# Q13 - How well does the text cover intervention for spoken language disorders?

| | Extremely well | |
|---|---|---|
| | Very well | |
| | Moderately well | |
| | Slightly well | |
| | Not well at all | |

0    0.5    1    1.5    2    2.5    3    3.5    4    4.5    5    5.5

| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | How well does the text cover intervention for spoken language disorders? | 1.00 | 2.00 | 1.63 | 0.48 | 0.23 | 8 |

| # | Field | | Choice Count | |
|---|---|---|---|---|
| 1 | Extremely well | | 37.50% | 3 |
| 2 | Very well | | 62.50% | 5 |
| 3 | Moderately well | | 0.00% | 0 |
| 4 | Slightly well | | 0.00% | 0 |
| 5 | Not well at all | | 0.00% | 0 |
| | | | | 8 |

Showing rows 1 - 6 of 6

# Q14 - How well does the text cover intervention for written language disorders?
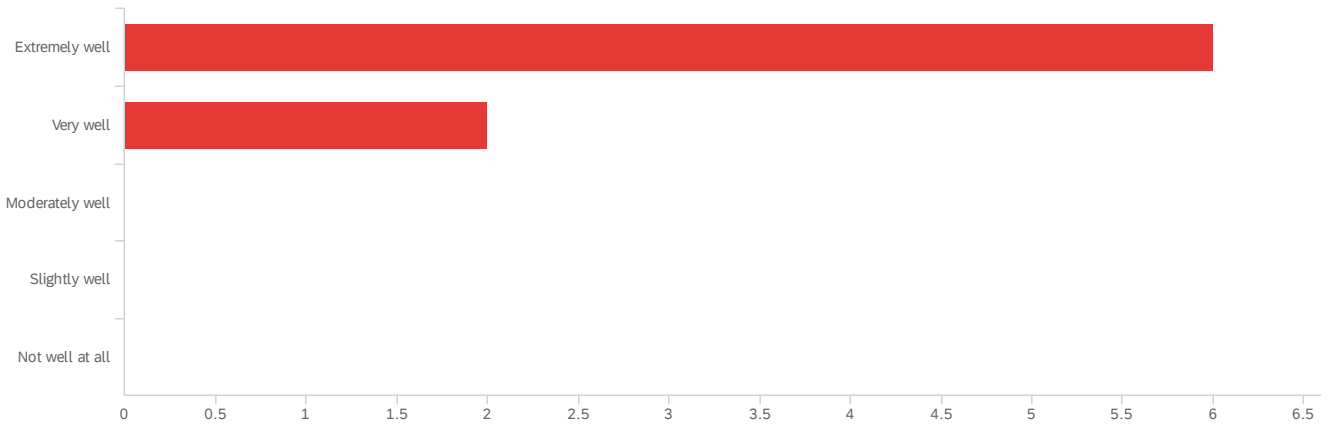


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | How well does the text cover intervention for written language disorders? | 1.00 | 2.00 | 1.75 | 0.43 | 0.19 | 8 |

| # | Field | | Choice Count |
|---|-------|---|--------------|
| 1 | Extremely well | 25.00% | 2 |
| 2 | Very well | 75.00% | 6 |
| 3 | Moderately well | 0.00% | 0 |
| 4 | Slightly well | 0.00% | 0 |
| 5 | Not well at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

Q3 - How well did use of this text facilitate your learning about language disorders in school-aged children and adolescents?
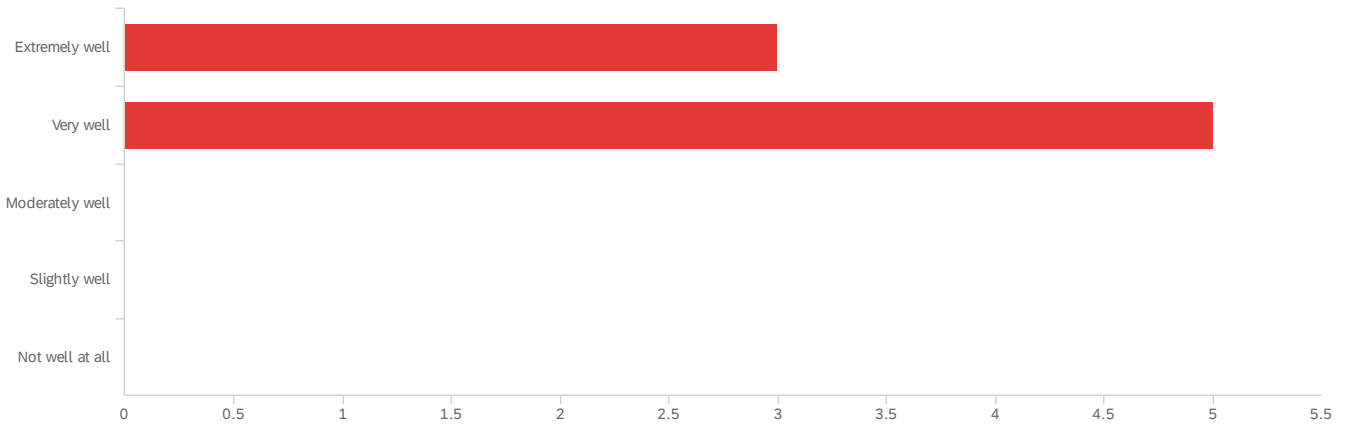


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | How well did use of this text facilitate your learning about language disorders in school-aged children and adolescents? | 1.00 | 2.00 | 1.25 | 0.43 | 0.19 | 8 |

| # | Field | Choice Count | |
|---|---|---|---|
| 1 | Extremely well | 75.00% | 6 |
| 2 | Very well | 25.00% | 2 |
| 3 | Moderately well | 0.00% | 0 |
| 4 | Slightly well | 0.00% | 0 |
| 5 | Not well at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

Q15 - How well does this book meet the needs of graduate students in speech-language pathology?



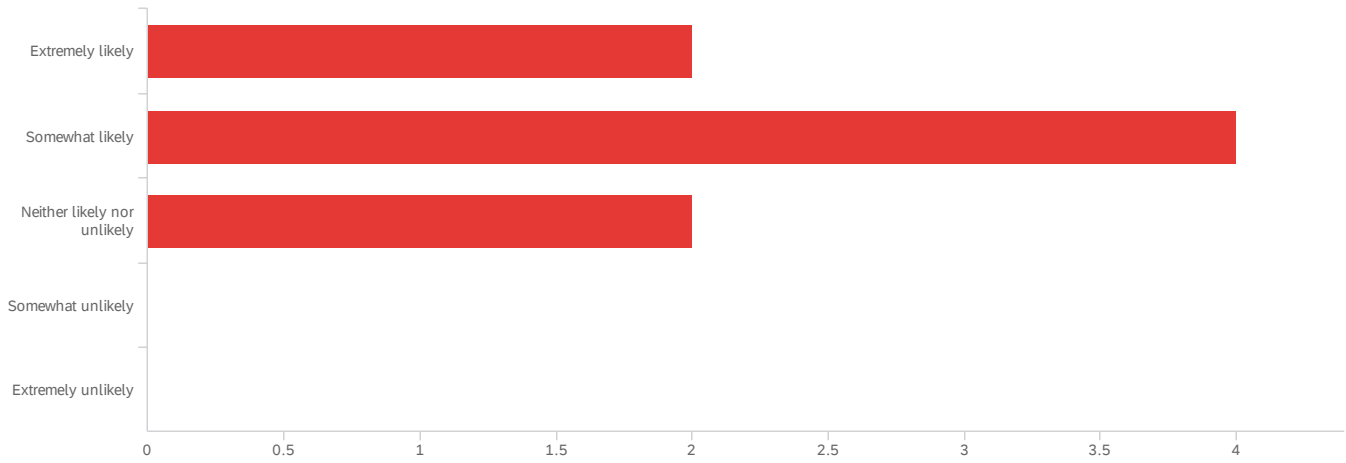| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | How well does this book meet the needs of graduate students in speech-language pathology? | 1.00 | 2.00 | 1.63 | 0.48 | 0.23 | 8 |

| # | Field | Choice Count | |
|---|-------|---------|---|
| 1 | Extremely well | 37.50% | 3 |
| 2 | Very well | 62.50% | 5 |
| 3 | Moderately well | 0.00% | 0 |
| 4 | Slightly well | 0.00% | 0 |
| 5 | Not well at all | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

Q16 - If this book were available for purchase, like traditional textbooks (which it won't be), how likely would you be to purchase it?
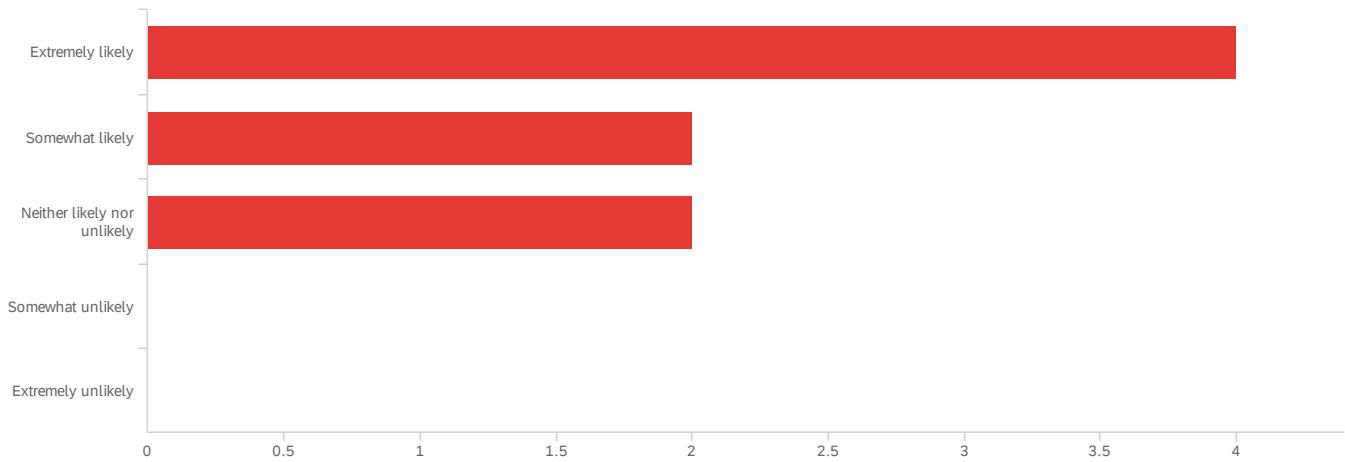


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | If this book were available for purchase, like traditional textbooks (which it won't be), how likely would you be to purchase it? | 1.00 | 3.00 | 2.00 | 0.71 | 0.50 | 8 |

| # | Field | | Choice Count |
|---|-------|---|--------------|
| 1 | Extremely likely | 25.00% | 2 |
| 2 | Somewhat likely | 50.00% | 4 |
| 3 | Neither likely nor unlikely | 25.00% | 2 |
| 4 | Somewhat unlikely | 0.00% | 0 |
| 5 | Extremely unlikely | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 6 of 6

## Q17 - How likely would you be to recommend this book to other students?

| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | How likely would you be to recommend this book to other students? | 1.00 | 3.00 | 1.75 | 0.83 | 0.69 | 8 |

| # | Field | | Choice Count | |
|---|-------|---|---|---|
| 1 | Extremely likely | | 50.00% | 4 |
| 2 | Somewhat likely | | 25.00% | 2 |
| 3 | Neither likely nor unlikely | | 25.00% | 2 |
| 4 | Somewhat unlikely | | 0.00% | 0 |
| 5 | Extremely unlikely | | 0.00% | 0 |
| | | | | 8 |

Showing rows 1 - 6 of 6

Q18 - In your opinion, should the chapters on reading and writing remain separate from the chapters on spoken language or should they be integrated into the chapters on spoken language?
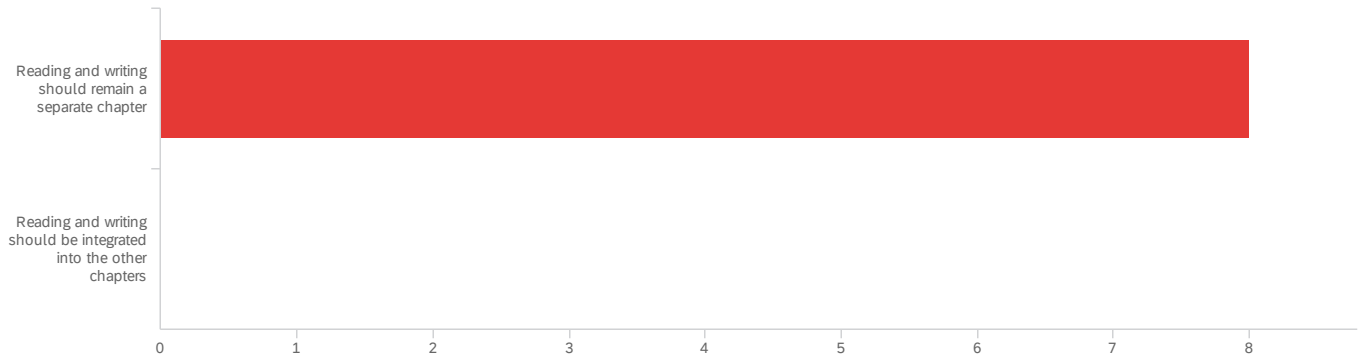


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | In your opinion, should the chapters on reading and writing remain separate from the chapters on spoken language or should they be integrated into the chapters on spoken language? | 1.00 | 1.00 | 1.00 | 0.00 | 0.00 | 8 |

| # | Field | | Choice Count |
|---|-------|---|--------------|
| 1 | Reading and writing should remain a separate chapter | 100.00% | 8 |
| 2 | Reading and writing should be integrated into the other chapters | 0.00% | 0 |
| | | | 8 |

Showing rows 1 - 3 of 3

## Q19 - In addition to adding visuals, which is the plan, what suggestions do you have for improving the text?

In addition to adding visuals, which is the plan, what suggestions do you h...

In addition to adding visuals, I do not think the content of the text needs to be improved.

Culturally appropriate pictures and examples

There were some grammatical and spelling errors - may need to go read over and look for errors.

When learning new vocabulary, it is very helpful for me to have some kind of a glossary or definitions on the side of the paragraph where the word is used, would this be possible to add for certain new vocabulary?

I did notice some grammatical errors throughout the text, so going back through and fixing these errors would improve the text.

Adding a self check at the end of each chapter could be helpful! Just a couple of bullet points or questions to make sure the reader understood the main points of the chapter

An idea of mine would be to possibly add in some case studies/examples of children and/or adolescents and their language impairments. While it was an easy text to read, some individuals learn best by example and may benefit from having a written visualization of how this may present in a child/adolescent.

I would suggest providing additional resources for readers to expand their knowledge about a particular topic.

# Q20 - What do you like most about this text?

The chapters included definitions of terminology, examples, and links to a variety of resources. The text was well-organized and to the point.

The organization which helps with comprehending the information

It gave a lot of background information, evidence from past research, and thoroughly explained jargon vocabulary. My favorite sections were the diverse population chapter and reading/writing chapter because it was very detailed and I learned a lot from them. Also, I loved that the author included personal stories for readers to potentially relate to.

relevancy to the class structure

It was very comprehensive and easy to read and follow along.

I liked that there were real life examples in the text, it made it easier to understand

I enjoyed how easy this was to read and understand, I didn't feel like I was reading a textbook that exhibited literary terms that I constantly had to look up. This ease of reading the OER made me feel more likely to read the entirety of the text.

I appreciated the organization the most. It was very easy to follow along and comprehend.

## Q21 - What did you dislike about this text (in addition to lack of visuals)?

What did you dislike about this text (in addition to lack of visuals)?

There were a few spelling errors throughout. Maybe proof read once more before publishing. Other than that, the text exceeded my expectations.

N/A

Some of the topics were vague and short (i.e. assessments, observation, dynamic assessment). It may be helpful to add more information and the process/case study for clinicians to understand the proper steps to take when assessing and diagnosing a child.

There were a couple sentences here and there that did not make sense which hindered my ability to fluently read the text. These sentences however did not prevent me from understanding the overall content.

Nothing I can think of other than the visuals

While I enjoyed how the text sounded more colloquial and was easy to understand for an individual who may have no knowledge of speech and language disorders, compared to other textbooks the colloquial style may have come off at times as less educational/referenceable.

I did not "dislike" anything about the text, but would simply recommend incorporating additional resources for readers (i.e., at the end of a topic/thought).

## Q22 - If there is a paragraph or sentence you would like published as a review of this text, please enter it here.

If there is a paragraph or sentence you would like published as a review of...

As a master's degree-seeking student in speech-language pathology, this OER was a key component to both my academic success and ability to create clinical competencies for the assessment and intervention of language disorders in school-aged and adolescent children.

N/A

These topics are extremely relevant for both students and clinicians! It serves as a great resource to freshen one's memory or gain knowledge on aspects that are critical when assessing and intervening language disorders in children with diverse backgrounds.

This text facilitated my learning and understanding of language disorders among school-aged children and adolescents. This text provided me with a wholistic perspective which enhanced my knowledge and confidence in my ability to work with children and adolescents with language disorders. Without this text, I do not think I would have this same confidence, and for that I am grateful.

I found this text to be very reader friendly. The clear terminology and real life examples helped to increase my overall understanding of language disorders.

This OER is an exceptional resource for both students and professionals in speech-language pathology, as well as individuals looking to extend their knowledge of the field. This text provides the reader with ample examples and information regarding language impairments.

No particular sentence.

## Q23 - What is your name? (you can choose to remain anonymous).

What is your name? (you can choose to remain anonymous).

Allyson Bowers

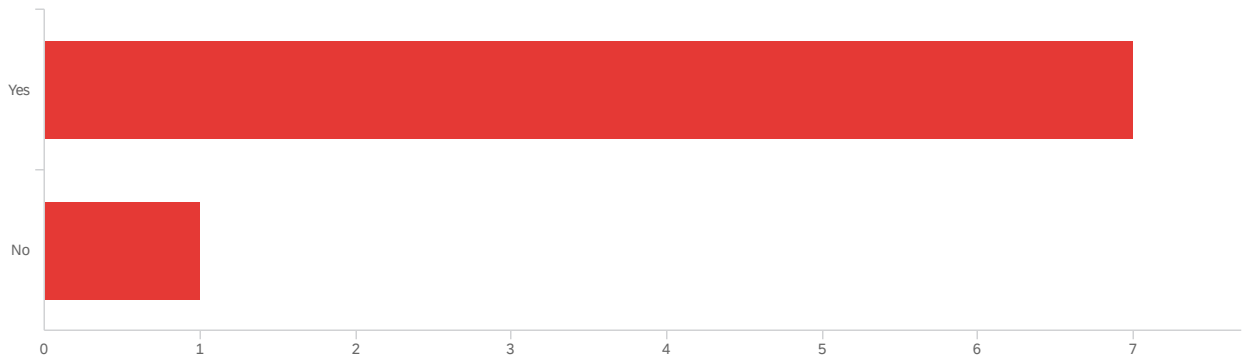Emily Burcroff

Holly Arguelles

Ellianne Martin

Madalyn Alexander

Jamie Hulteen

Molly Cook

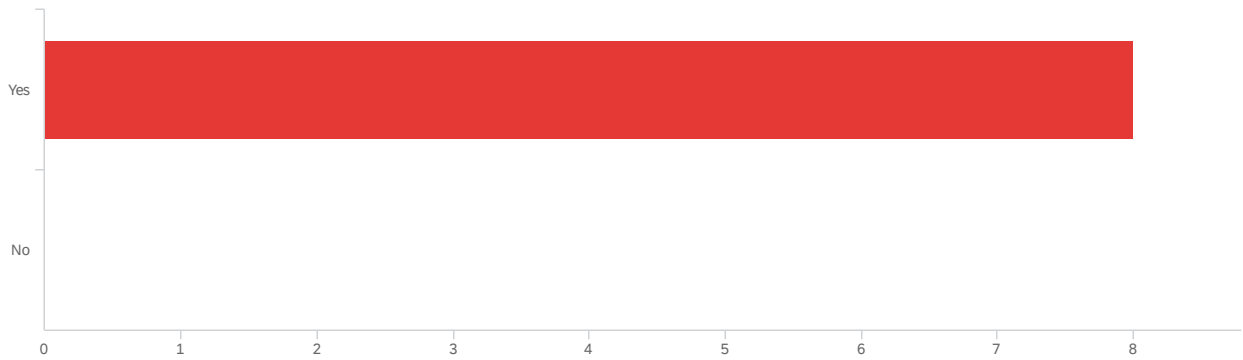Chloe Kampf

## Q24 - May I Include your name with your quote?



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---|---|---|---|---|---|
| 1 | May I Include your name with your quote? | 1.00 | 2.00 | 1.13 | 0.33 | 0.11 | 8 |

| # | Field | | Choice Count | |
|---|---|---|---|---|
| 1 | Yes | | 87.50% | 7 |
| 2 | No | | 12.50% | 1 |
| | | | | 8 |

Showing rows 1 - 3 of 3

# Q25 - May I include your name as a reviewer?



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|-------|---------|---------|------|---------------|----------|-------|
| 1 | May I include your name as a reviewer? | 1.00 | 1.00 | 1.00 | 0.00 | 0.00 | 8 |

| # | Field | | Choice Count | |
|---|-------|---|---------|---|
| 1 | Yes | | 100.00% | 8 |
| 2 | No | | 0.00% | 0 |
| | | | | 8 |

Showing rows 1 - 3 of 3

## Q26 - What else would you like to share about this text and your experience using it?

What else would you like to share about this text and your experience using...

This was my first time using an OER. It was a positive experience filled with lots of learning. I hope I have access to similar materials during the remainder of my graduate education and also when I am a speech-language pathologist practicing in the field.

It helped a lot in SLP 560 as I tended to go back to the text to relearn concepts I have forgotten during undergrad. I plan on using this published book as a resource in the future when working as an SLP.

This text is incredibly well written and I am glad I had the opportunity to read and learn from this text.

I liked that you wrote this text and were able to use it in your course. I think it is beneficial for a textbook to be written by someone who is actually teaching the students who will be using the book.

As a graduate student, I found this text to be an excellent resource to refer to on several occasions.

# Q26 - Topics
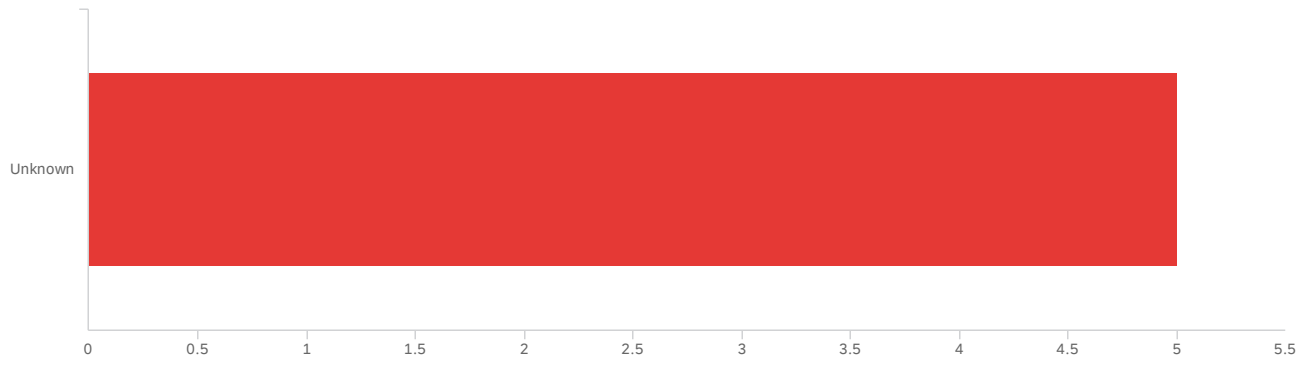
| # | Field | | Choice Count |
|---|-------|---|---|
| Unknown | Unknown | 100.00% | 5 |

Showing rows 1 - 1 of 1

# Q26 - Parent Topics

⚠️

No results to show

⚠️

No results to show

**End of Report**